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ABSTRACT

This packet of learning materials includes the April, 1986 issue of "Population Education Interchange"; a learning module entitled "Women in the World: The Women's Decade and Beyond"; "The World's Women: A Profile"; and two reproducible activity sheets. The purpose of the reading, activities, and resource materials is to help teachers raise student awareness of the important issues from the U.N. Decade for Women. The learning module is designed as a reading and activity booklet for students. It includes a reading with glossary, four worksheets with activities that emphasize the major points in the reading, and an annotated reading list to assist students in researching term papers. The reproducible activity sheets are supplementary to the exercises in the module. The issue of "Population Education Interchange" contains suggested activities to supplement the learning module. (SM)

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Teaching About the World's Women

The United Nations Decade for Women, 1976-1985, successfully focused the attention of the world on the status of women. World leaders, international funding agencies, nongovernmental organizations, and women themselves gained an understanding of the obstacles women face in trying to improve their lot in life. They also came to appreciate the necessity of including women in the development process to ensure a better quality of life for both halves of the world's population.

The Decade for Women set in motion a wide variety of development projects aimed solely at women or which include a component for women. The international funding agencies, such as the U.S. Agency for International Development and the United Nations, created special bodies within their organizations to fund projects for women. Nongovernmental organizations began to focus more of their attention on the needs of the world's women.

"Women in the World: The Women's Decade and Beyond," the *Population Learning Series* module accompanying this issue of *Population Education Interchange*, is one of the Population Reference Bureau's efforts to assist educators to keep the findings of the Women's Decade alive. The module and *Population Education Interchange* are part of a new teaching kit entitled, *The World's Women*. The kit, sponsored by PRB and The Rockefeller Foundation, also includes *Women . . . a World Survey* by Ruth Leger Sivard, an extensive survey of the state of the world's women, "The World's Women: A Profile" data sheet from the PRB, and two reproducible activity sheets. The purpose of the readings, activities and resource materials in the kit is to help teachers raise their students' awareness of the important issues from the U.N. Decade for Women.

The U.N. Decade for Women successfully focused the world's attention on the status of women. Illustration by Wendy Hoile

Guide to *Women in the World*

The module is designed as a reading and activity booklet for students. It includes an eight-page reading with glossary, four worksheets with activities that emphasize the major points in the reading, and an annotated reading list to assist students in researching term papers.

The activities that follow are supplementary to the exercises in the module. They will help to bring the issues discussed in the module and during the Women's Decade closer to home for your students by making them more aware of the inequalities and stereotypes that are present in their immediate environment.

Media Analysis

Have your students do a study of sex role stereotyping in television commercials. Are there certain roles that are portrayed more often or solely by women. What roles do men

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The reading and activities in "Women in the World" emphasize the importance of education in bringing about change in the status of women. Photo by David Mangurian, Inter-American Development Bank

and boys most often portray? Who plays the "expert"—the person who tells you about the product and the problems it solves?

Help your students develop a scoring sheet that includes a list of roles, tasks and occupations. An example follows:

Males		Females
____	Expert—medical	____
____	Housecleaning	____
____	Gardening	____
____	White collar worker	____

Have your students keep track of how many times during the period of analysis (evening, week, etc.) males and females are portrayed in the different roles. Tally the results of the entire class to determine if any patterns emerge.

Do the same activity for television series. Watch shows from the 1960's and 1970's as well as current series. Have the roles played by men and women changed over the years?

My Diary

Have your students keep a diary of assumptions heard about women's or men's roles or activities, stereotypes assigned to men or women, or other related incidents. An example of an entry: My brother told my little sister that she could not be a doctor because only men could be doctors.

Toy Survey

Have your students make a list of "boys'" toys and "girls'" toys. Then discuss the characteristics of each toy to determine why the toy is associated with a particular sex. Have the students list the characteristics on the board. Are some of the same characteristics found in toys identified with girls and toys identified with boys?

Research Topics

The following can be used as research or project topics for more in-depth study of women's issues. Refer your students to the list of references at the end of "Women in the World" for help in researching these topics. Of particular help would be *Women . . . A World Survey* by Ruth Leger Sivard and "The World's Women: A Profile."

1. Choose a country. What is the status of women in this country? In answering this question consider the following: laws that concern or discriminate against women; progress made in recent decades in education, health, labor force participation, and politics.

2. Develop a project that would benefit women in one of the following areas: health; employment; agriculture; education; political participation, or family life. Your project should include background information, objectives and plan of implementation.

3. Determine the economic value of unpaid work carried out by women in the U.S. You may first wish to list all tasks which fall into this category. Compare these tasks with paid jobs that already exist and the typical payment for these jobs in your area. Note whether the paid services that correspond to the unpaid tasks are typically done by women or men. Which of the paid services are better paid, those typically done by women or those carried out by men?

4. Develop a list of myths you've heard about women and men.

Answers To Module Worksheets

Below you will find the answers to factual questions in the worksheets found in "Women in the World: The Women's Decade and Beyond."

Women in the World: A Review

Part A. 1) a 2) c 3) c 4) b 5) c 6) a 7) a.
Part B. 1) The major goals were: to raise consciousness of the need for equality and the need to change traditional attitudes and beliefs, and to give women a share of the benefits of development and the chance to participate actively in all levels of planning and policymaking in development. 2) Anemia makes a person weak and susceptible to illness. If a pregnant woman is anemic her baby is more likely to be premature and unhealthy. 3) Sons are often preferred because they provide economic security for the parents. Daughters usually get married and become part of another family. 4) The world has become more aware of the problems women face. Governments have set up special programs to aid the advancement of women. Health programs are paying more attention to the special needs of women and children. A greater percentage of girls are being educated.

Is Education Important for Women?

Part A. Secondary school enrollment—lowest: Sub-Saharan Africa, South Asia; highest: North America, Western Europe. Literate females—lowest: South Asia, Northern Africa; highest: North America, Western Europe, Eastern Europe and USSR. Total fertility—lowest: North America, Western Europe; highest: Sub-Saharan Africa, Middle East, Northern Africa. Infant mortality—lowest: North America, Western Europe; highest: South Asia, Sub-Saharan Africa. Child mortality—lowest: North America, Western Europe; highest: Sub-Saharan Africa, Northern Africa.
Part B: Those regions which have low percentages of females in secondary schools and of female literacy tend to have higher fertility levels. The regions which have high levels of females in secondary schools and high female literacy have the lowest fertility rates.

The regions with the highest infant mortality rates (South Asia and Sub-Saharan Africa) have the lowest percentages of women enrolled in secondary school. These regions also have very low percentages of literate females. The regions with the highest levels of female literacy and females enrolled in secondary school (North America and Western Europe) have the lowest infant mortality rates.

Regions with lower levels of females enrolled in secondary school and lower levels of female literacy have higher child mortality rates.

Education opens up opportunities for women. It also makes them less bound by cultural practices. Women with even a few years of education are more likely to know how to control their fertility and how to care for their children. They are also more likely to seek employment outside the home. These factors serve to decrease fertility and reduce infant and child mortality.

Women's Work

Part A. 1) Employed women; 70. 2) Housewives; 56. 3) Housewives; 55. 4) Employed men; 49. 5) Employed men; 34. 6) Employed women; 25.

TEACHER RESOURCES

The World's Women: A Profile, by Mary Mederios Kent, Carl Haub, and Keiko Osaki. Population Reference Bureau, 777 14th St. NW, Washington, D.C. 20005. 1985, wall chart, $2.00 plus $1.00 shipping/handling.

An 18" by 24" wall chart with population and development data on women. The chart provides useful statistics for the world, the major world regions, and 170 countries.

Women . . . A World Survey, by Ruth Leger Sivard. World Priorities, Box 25140, Washington, D.C. 20007. 1985, 44 pp., $5.00.

This is an invaluable resource on the improvements achieved in the status of women in the years following World War II. Topics covered are work, education, health, and government and the law. Numerous colorful maps, charts, and graphs are scattered throughout the reading. A seven-page statistical annex for 140 countries is included.

Teaching About Women in the Social Studies: Concepts, Methods and Materials, by Jean Dresden Grambs, ed. *Bulletin 48*, National Council for the Social Studies, 3501 Newark St. NW, Washington, D.C. 20016. 1976, 117 pp., $6.95 plus $2.00 shipping/handling.

A good guidebook to teaching about women's issues in the classroom and to identifying sex role stereotypes in learning materials, and in teachers' and students' attitudes.

UNHCR and Refugee Women, by the United Nations High Commissioner for Refugees, 1718 Connecticut Ave. NW, Washington, D.C. 20009. Free.

A kit containing information about health, educational and employment opportunities, and international protection rights of refugee women. The package contains a poster and photos.

Women in a Hungry World, by the World Hunger/Global Development Project, American Friends Service Committee, 15 Rutherford Pl., N.Y., N.Y. 10003. 1979.

This four part study kit about women and hunger contains: 1) instructions and resources for the teacher; 2) interviews and articles from and about women in developing areas; 3) a section on population issues; and 4) solutions and suggestions.

Women in Development: A Resource Guide for Organization and Action, by ISIS Women's International Information and Communication Service. New Society Pub., 4722 Baltimore Ave., Philadelphia, Penn. 19143. 1984, 225 pp., $14.95 (paperbound).

An excellent reference book and reader on women in Third World development. It includes sections on

Resources, continued

women and multinationals, rural development, health, education, migration and other topics. Each section concludes with a bibliography and list of resource groups.

Women in Latin America—The 20th Century, by Marjorie Wall Bingham and Susan Hill Gross. Glenhurst Pub.s, Central Community Center, 6300 Walker St., St. Louis Park, Minn. 55416. 1985, 169 pp., $6.95. Teacher's guide available. Request their catalogue.

In this book, which is the second of a two-part series, the authors review issues of importance to the status of women in Latin America in the 20th century. Main topics covered include the struggle for voting rights and education, the political activities of Latin American women, working women, and the concerns of women for the future. Teacher's guide includes tests, questions, objectives and suggestions for better learning.

Audiovisual Aids on Women

The following films or slide programs are available for rental from the PRB Film Library for a $10 rental fee. Write to Film Librarian, PRB, 777 14th St. NW, Washington, D.C. 20005. They may be purchased from the distributor listed after each title.

Dadi and Her Family: A Rural Mother-in-law in North India. 1982, 45 minutes, 16mm. South Asian Area Center, 1242 Van Hise Hall, University of Wisconsin, Madison, Wis. 53706. $295.00.

The documentary focuses on Dadi, the grandmother on a rural farm, who is committed to preserving her extended family. During the film Dadi and her daughters-in-law contrast the role of women in India today with that of women from Dadi's time.

The Invisible Laborers. Rural Women in World Cultures: Examples From the Middle East, India, China, Africa, Latin America and the United States. 1983, 30 minutes, slide/tape program. Glenhurst Publications, Central Community Center, 6300 Walker Street, St. Louis Park, MN 55416. $95.00 plus postage. Manual included.

The slide program describes the work and economic contributions of women in the six cultural areas named above. It also deals with some of the causes of women being discounted as agricultural workers, the myths attributed to women, and the special roles that minority women have had in many cultures. The program recognizes the need for the acknowledgement of women's roles in agriculture in order to solve some of the world food production problems.

Not Together Now. 1974, 25 minutes, 16mm. Polymorph Films, 118 South St., Boston, Mass. 02111. $425.00.

The film provides a more personal look at one of the major causes of family break-up—divorce. A separated couple talk about what initially attracted them to one another, the reasons they married and how they drifted apart. It serves as a good discussion starter on the risks and rewards of marriage, and the factors that may lead to divorce.

Refugee Women. 1980, 30 minutes, 16mm. Produced by the U.N. High Commissioner for Refugees, Palais des Nations, CH-1211 Geneva 10, Switzerland. $225.00.

The film focuses on the plight of Asian and African women in refugee camps and Chilean women who have resettled in Sweden. Common problems which these women face are poor health and nutrition, low levels of education and few legal rights.

A New Name and a New Look

Interchange and the teaching module have a new look. The Population Reference Bureau commissioned Morris, Hyson, Ferretti, Gasper & Co. to redesign PRB's publications to give them a unified appearance. *Interchange* and the module are the last of the new designs to make their debut.

The Population Education Program decided to clear up some of the confusion about *Interchange* and the modules while they were being redesigned by changing their names slightly. *Interchange* has become *Population Education Interchange*, thereby making its focus clear to all readers. The module series is now called the *Population Learning Series*. We hope you like our new names and faces.

PRB Materials and Memberships

Are you interested in rounding out your ***Population Education Interchange*** collection? Back issues of ***Interchange*** and the ***Population Learning Series*** modules are available for $2.00 each; two or more copies, $1.75 each. Titles include:

- "U.S. Population Data Teaching Package," March 1981
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- "The American Family: Changes and Challenges," October 1984
- "World Population: Fundamentals of Growth," December 1984
- "The Food Crisis in Sub-Saharan Africa," March 1985
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If you find ***Population Education Interchange*** interesting and useful, you would probably enjoy receiving other PRB publications. PRB has a special membership rate for teachers. For only $28 per year, an Educator Member receives four issues of ***Population Education Interchange***, two ***Population Learning Series*** modules, the ***World Population Data Sheet,*** the ***U.S. Population Data Sheet,*** four ***Population Bulletins***, 11 issues of ***Population Today***, and occasional issues of the ***Population Trends and Public Policy*** series.

To join, send your name, address (and school affiliation, if different from address), and check to: Population Reference Bureau, P.O. Box 35012, Washington, D.C. 20013.

Interchange is...

a publication of the Population Reference Bureau, published quarterly during the academic year. This issue was written by Patricia Cancellier and Kimberly Crews. The purpose of the newsletter is to further the goal of infusing population materials into U.S. schools by (1) presenting information on population-related issues; (2) distributing classroom materials; (3) reviewing developments in the field of population education. Interchange depends upon an exchange of information and ideas and thus openly solicits correspondence from its readers.

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A POPULATION LEARNING SERIES

Women in the World: The Women's Decade and Beyond

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Women in the World: The Women's Decade and Beyond was written by Patricia H. Cancellier and Kimberly A. Crews. The essay is based on two invaluable reports: *Women . . . a world survey* by Ruth Leger Sivard and *The State of the World's Women 1985* from the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women. Special thanks to Margaret E. Greene for her research assistance and to Jean van der Tak for editorial services.

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Ordering Information: Additional copies of this module are available at the following prices: single copy, $2.00; two or more copies, $1.75 each. Include $1.00 for shipping/handling on orders under $20.00. A complete list of publications can be found on the back cover of this booklet.

April 1986

PRB

Women in the World: The Women's Decade and Beyond

Women make up 2.4 billion of the world's people. They live in different cultures, speak different languages, and have different ways of life. But the world's women are bound together by a number of similar experiences. The women in the world:

- do almost all the world's domestic work;
- provide more health care than all the organized health services put together;
- grow half the world's food, but own only 1/100 of the world's land;
- make up one third of the world's paid labor force, but are concentrated in the lowest paid occupations; and
- earn less than three fourths the wages of men who do similar work.

AP/Wide World Photos

These inequalities caused women in the developed and developing world to band together in the 1960s with the purpose of having an International Women's Year declared by the United Nations. They succeeded with the adoption in 1967 of the "Declaration of the Elimination of Discrimination Against Women." This document acknowledged the inequalities and discrimination faced by women worldwide. In 1970 the UN General Assembly adopted a program of action to implement the Declaration and in 1972 the Assembly approved a proposal to proclaim 1975 as International Women's Year.

The goal of International Women's Year was to "promote equality between men and women." The central theme of the Year was "Equality, Development, Peace." The two major goals were: 1) to raise consciousness, worldwide, of the need for equality and the need to change traditional attitudes and beliefs; and 2) to give women their share of the benefits of development and the chance to participate actively in all levels of planning and policymaking in development.

International Women's Year was highlighted by a conference in Mexico City in the summer of 1975. Conference delegates had as their task the formulation of a World Plan of Action. This plan would guide governments in their efforts to eliminate inequality between women and men. It called for an assessment of the situation of women all over the world and listed guidelines for programs to deal with the problems. The conference delegates also called for designation of the years 1976 to 1985 as the UN Decade for Women.

The World Plan of Action set goals for the Women's Decade. A World Conference was held in Copenhagen in 1980, midway through the Decade, to assess the progress to date. A final conference took place in the summer of 1985 in Nairobi, Kenya, attended by 14,000 women from 150 countries, with 11,000 participating in the nongovernmental forum. The success of the Decade was reviewed and plans for implementing development projects were discussed. The following essay reports on the status of women in the world, the role of the Women's Decade in furthering the equality of women, and the efforts that lie ahead to ensure that both halves of the world's population have equal opportunities.

Women and the Family

One of the main roles of most women in the world today is that of raising a family and maintaining the home. No matter what kind of paid labor a woman does outside the home, she is expected to do the housework and childrearing as well.

These duties are important and very time consuming, but are considered "women's work" and therefore accorded very little value in most societies.

The World Plan of Action for the Women's Decade sought to combat the low status of the traditional role of women in the family. It stated:

> In the total development process the role of women, along with men, needs to be considered in terms of their contribution to the family as well as to the society and the national economy. Higher status for the role in the home—as a parent, spouse and homemaker—can only enhance the personal dignity of a man and a woman . . . .
>
> . . . If women are to enjoy equal rights, opportunities and responsibilities, and contribute on equal terms with men to the development process, the functions and roles traditionally allotted to each sex within the family will require continual reexamination and reassessment in light of changing conditions.

The housework and child care carried out by women around the world is largely invisible. It is not included in countries' labor or economic statistics. However, if the value of the cooking, cleaning and nursing activities that make up this work was calculated, it would equal half the gross national product in many countries. One study found that a woman in rural Pakistan spends 63 hours a week on domestic work. In the developed world women spend about 56 hours per week on housework. In fact, it was found that in 1979 a housewife in the U.S. performed $14,500 worth of cleaning, cooking and child care services each year.

Women who work outside the home, whether in paid employment or agriculture, are not exempt from doing most of the housework. Consequently, they spend more hours working and have much less free time than working men. Women in rural Rwanda do three times the amount of work men do. In Java women work over 20 percent more than men. In Europe a working woman has less than half the free time her husband has.

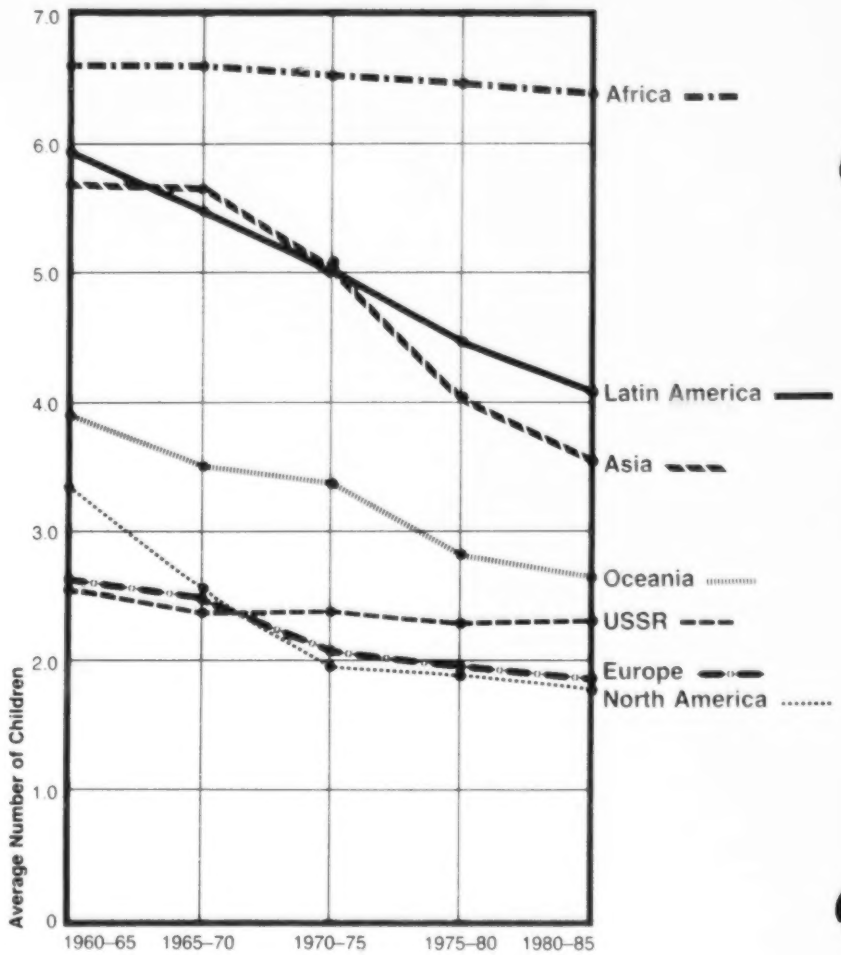
Family Size

Women throughout the world are having smaller families now than they were only 20 years ago. The chart on page 2 shows the average number of children per woman in each of the major regions of the world. While some regions have not seen a large decrease in family size, Latin America, Asia and North America have experienced a drop of 1.5 to 2.0 children per woman. Some of the reasons for smaller family size around the world are increased education of women, increased opportunities for women, improved economic conditions, and the availability of family planning.

Women want fewer children now than ever before. The World Fertility Survey, taken in 42 developing countries, revealed that the average number of children that women in these countries want has dropped from six to four in less than 20 years.

The number of children a woman desires is influenced by many factors. One of the most important is the economic role of children. Larger families can usually be found in agricultural areas. In Latin America the biggest families are in the areas where crops requiring intensive labor are grown. Coffee and peanut crops must be planted, weeded, and picked by hand. Each child is seen as a source of help with this work. In India and Bangladesh large families result from the desire for healthy male children. Boys represent economic security for the mother should she become widowed. A study of rural Filipinos found that the most often cited advantage of children was the help they provide with housework and

Average Number of Children Per Woman



Source: United Nations, Population Division, *World Population Prospects as Assessed in 1984*, Table A-12, October 1985.

family chores. Companionship and happiness for the parent were also mentioned often.

Women in the developed world have an average of two children each. Their reasons for having children, according to one study, include the love of children, the family life children provide, and the pleasure of watching children grow and develop. It is rare that children in the developed countries can assist their families financially, due to the nature of the labor force and child labor laws. In fact, one of the factors limiting the number of children per family in these countries is the high cost of raising children. Another factor which is gaining in importance as more women enter the labor force, is the difficulty of finding high-quality child care.

Ray Witlin, World Bank

In areas of the world where strong male preference exists, boys are more likely to receive health care than girls.

The Break-up of Families

Women can lose their husbands through migration, divorce, and death. No matter what the cause of break-up, and whether it's permanent or temporary, women and their children are worse off financially than they were before. Most countries in the world have a growing number of female-headed families. These families are more likely to be poor than two-parent families, and in fact they often make up the poorest segment of the society.

Migration is becoming a much more important factor in the break-up of families in the Third World. Cities and sometimes other countries lure people away from the countryside with the promise of jobs. The result is many cities are growing at a very rapid pace and the rural areas are losing some of the most productive members of their labor force.

Men are usually the ones who migrate. Although in some Latin American countries the women leave their homes in search of work, in the vast majority of cases women are left behind to care for the children and the crops alone. Often the husbands are able to send money to the family; however, some women receive no help at all.

Divorce and separation are another cause of the increase in single parent families. Divorce rates are rising in both the developed and developing countries. Most developed countries of Europe have seen their divorce rates double in the past two decades; in the United Kingdom the rate has increased fivefold. The rate in the United States doubled between 1960 and 1980.

Divorce creates financial concerns for both men and women, but the concerns are usually much more acute for women. Women earn an average of 40 percent less than men, and therefore, women almost always end up worse off financially than their former husbands. Alimony—payment to support a former spouse—is relatively rare. In the U.S. only about 75 percent of divorced or separated women actually receive court-awarded child support payments from their former husbands. Of those that do receive child support, many don't receive the full amount. Consequently, divorce is one of the major causes of poverty among women and children. Families headed by single women in 1982 made up 55 percent of all households with children under age 18 living below the poverty level in the U.S.

Death is the final cause of the break-up of families. Women tend to live longer than men and are therefore more likely to become widowed. In the developed countries women in their sixties outnumber men by four to three, and women in their eighties outnumber men two to one. In Bangladesh one out of every 10 women who has ever been married is a widow. In Colombia and Mexico one out of 20 women is widowed.

Widowed women have many of the same financial concerns as divorced or separated women. In some countries in the Third World, a wife does not inherit her husband's property when he dies. In South Asia women are expected to give their right of inheritance to their sons with the idea that they will support them. Under Islamic law which governs much of North Africa, the Middle East and part of Asia, women inherit only a fraction of their husbands' estate. As a result, widows must rely on their families, if they have them, for care and support.

Women and Health

Women are the main health care givers throughout much of the world. The health of a family often depends on the mother's ability to provide and care for its members. Yet, the majority of the world's women are not in good health themselves. Many are malnourished. Many are weakened from anemia. Many have permanent health problems from past pregnancies and childbirth or from work-related injuries.

Inter-American Development Bank

Children born to women under age 20 and over age 35 are more likely to die in infancy.

Participants in the Women's Decade recognized the state of women's health and set goals to improve it. The World Plan of Action for the Decade stated: "Improved access to health, nutrition and other social services is essential to the full participation of women in development activities, to the strengthening of family life and to a general improvement in the quality of life."

Life Expectancy

A general indicator of the health of girls and women is their life expectancy. Life expectancy is the average number of years a newborn can be expected to live. A girl born in 1985 in the developing world can look forward to an average of 62 years of life. But like all averages, this figure hides important differences among the nations of the Third World. An infant girl in Somalia can look forward to approximately 47 years on average. In China the life expectancy for baby girls is 72 years.

The picture in the developed areas of the world is somewhat different. Average life expectancy for an infant girl born in these countries is 77 years. The lowest life expectancy for a baby girl in the developed world is 76 years in Ireland. The highest is 80 years in Iceland.

Women have a biological advantage over men. Women in the developed world live an average of four years more than men. Some scientists have surmised that this advantage will be reduced in coming years. The increase in the numbers of women who smoke cigarettes and the increase in the numbers of women entering the paid, and often stressful, labor force may cause an increase in female death rates due to heart disease and cancer. Therefore, the difference in life expectancy between women and men in the developed countries could lessen.

Women in the developing world also have a slight advantage over men in life expectancy. They live an average of two years longer than men. However, cultural practices in some developing countries can remove or reduce that advantage during certain times in a girl's or woman's life.

In many areas of the world, particularly South Asia (including India and Bangladesh), boys are favored over girls from the moment of their birth. The main reason for this is that boys are seen as having a greater economic value to the family. Consequently, infant girls get less care and attention than boys. Where food is limited, they eat less than boys, and they are more often malnourished as a result. Parents delay longer before seeking medical care for their girls than they do for their boys. Kwashiorkor, a serious condition caused by malnutrition, is four to five times more common among girls than among boys in South Asia. However, of the children hospitalized for this condition, boys outnumber girls by 50 to one.

Motherhood and Health

Pregnancy and childbirth can be a big drain on a woman's health. Unless the woman has a good diet throughout her pregnancy and good health care, the negative effects of pregnancy and childbirth can last long beyond the condition itself.

Pregnant women require more calories and better nutrition than other women. In the developing world women are often malnourished before they become pregnant. Their diets do not improve to the required level during their pregnancy. As a result, more than 50 percent of all pregnant women in the developing world have anemia, a condition caused by insufficient iron in the diet. Anemia makes a person weak and more likely to become ill. When a pregnant woman is anemic there is an increased likelihood that the baby will have health problems.

Women in the developing world and poor women in the developed world have limited or no access to prenatal care and to medical care during their delivery. While most women survive childbirth, each year approximately half a million women in the world die during childbirth or from its complications. Many of the women in the developing world who survive childbirth suffer from painful conditions which result from pregnancy or the birth process. The majority of maternal deaths and the complications of birth could be prevented with medical care. Instead, most women in the developing world accept them as part of the suffering normal to women.

Infant Mortality

Conditions that affect a pregnant woman's health also affect her baby. Malnutrition, anemia, smoking, and lack of health care all contribute to premature babies, low birthweight babies, and to babies that do not survive their first year of life. Two other factors can contribute to infant survival: the length of time between births in a family; and the age of the mother.

Birth spacing has a big influence on child survival. Children in developing countries born less than two years apart are twice as likely to die before their first birthday than child-

ren born more than two years apart. It isn't known exactly why birth spacing has such an impact on infant survival. Part of the reason may be the wear and tear of pregnancy and childbirth on a woman's body. But that reason does not explain why death rates are higher for children aged one to four who were born shortly after another child than for children born after a longer interval.

Many societies in the developing world had traditional practices, such as separation of husband and wife or prolonged breastfeeding, that provided for sufficient space between births. Many of these practices have been discarded in favor of more "modern" practices, such as the use of infant formula. In some areas the pressure on a woman to produce sons is so great that she continues to have baby after baby in hopes of having boys. Her only chance to improve her low status in the family and the community is by having sons.

The age of the mother also has an impact on infant survival. Children born to women under 20 and over 35 years of age are more likely to die in infancy. Yet in many areas of the world teenage pregnancy is very common. It is not unusual for girls in South Asia to marry at age 13 and to begin having children immediately. In the developed world, teenage pregnancy has become a serious problem. Infants born to women in the United States who are under 20 are twice as likely to die as those born to women in their 20s.

The Education of Women

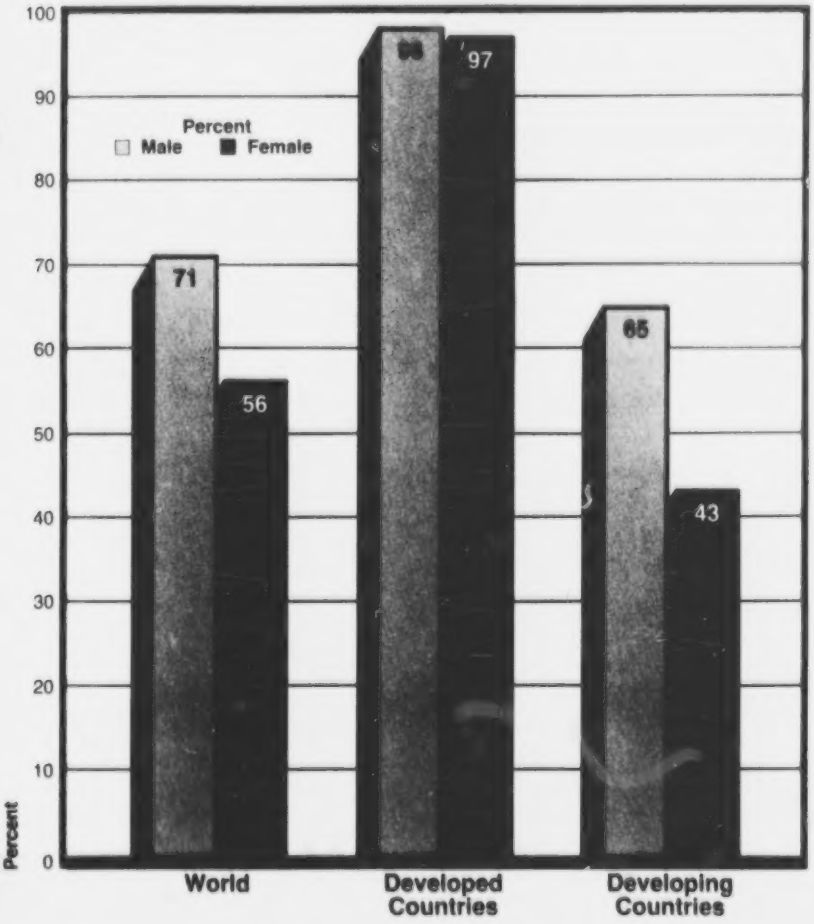
Education has the potential to bring about important change in the status of women throughout the world. Improvements in the education of women can reduce family size, improve family health, and increase women's job opportunities. The World Plan of Action for the Women's Decade stated:

> Access to education is not only a basic human right; it is a key to social progress. Illiteracy and lack of education and training in basic skills contribute to the vicious circle of underdevelopment, low productivity and poor conditions of health and welfare . . . .
>
> Governments should provide equal opportunities for both sexes at all levels of education and training within the context of lifelong education, and on a formal and non-formal basis, according to national needs . . . .

Impressive gains have been made in the education of girls and women. There are 300 million more girls enrolled in schools and universities today than in 1950, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO). The number of girls in school has increased faster than the growth of the school-age population. UNESCO estimates that in 1985, 82 percent of boys and 71 percent of girls of primary school age were enrolled in school. Of the secondary school-age population, 47 percent of boys and 36 percent of girls in the world were enrolled. Yet, despite the gains in the past three decades, there are still large numbers of boys and, particularly, girls not getting an education.

Most countries in the world have passed some type of law which requires that children attend school for a minimum number of years. Many countries require eight to ten years of schooling. Some require seven years or less. In the developed world the compulsory education laws are usually enforced. In the developing world that is not the case. Governments in developing countries are very committed to education, but often lack the resources to enforce the laws. School-age populations in these countries are growing rapidly. There are not enough schools, trained teachers, and textbooks to serve the population. One example is Africa where in 1980 only 40 percent of the school-age population could be accommodated in school.

Percentage of Adults Who Are Literate



Source: Mary Mederios Kent, Carl Haub, and Keiko Osaki, "The World's Women: A Profile," Population Reference Bureau, 1985.

Boys or Girls in School

When parents in the developing world have to make a choice as to which of their children go to school, they usually choose their sons. The parents' decision is often based on the value of the child's work at home now versus the potential of education to ensure the child a well-paid job. Girls are at a further disadvantage. Their assistance at home is needed to ease the burden of their mothers. For example, a study in Rwanda found that mothers with daughters are relieved of about 40 percent of their domestic work. This leaves them with more time to work in the fields.

Parents in some Third World countries will not benefit from their daughters' education and employment. When women marry in these countries, they become part of their husbands' families. Whatever the daughter would earn from her job would go to his family, not hers. Therefore, a family can see some direct benefit to paying for a son's education. However, paying for a daughter's education and giving up the work she can do for the family when she's young will seem less important.

Literacy

Gains in the enrollment of boys and girls in school have had an impact on literacy in the world. In the developed world, close to 100 percent of the population can read and write. In the developing world, 43 percent of the adult women and 65 percent of the adult men are literate (see the chart on page 5). Although there is still a large gap between the numbers of literate men and literate women, it appears to be closing. UNESCO reports that the women's literacy rate is increasing at a faster pace than the men's.

What Girls Learn in School

UNESCO reports that the number of years a girl spends in school is less important than the quality of her education in determining her ability to move up in the work world. Yet the education of girls throughout the world is shaped by stereotypes of what girls should and should not do. These stereotypes appear in every level of school and in the mass media. They govern the future of the world's female population.

From the moment boys and girls enter school they are treated differently. A study in the United States found that girls were encouraged to be quiet and passive in class. Boys, on the other hand, were encouraged to be outgoing to the point of being disruptive and were rewarded when they had the right answer more often than girls. Teachers interpreted such behavior as indications of the boys' intelligence. Similar behavior in girls was seen as bad behavior.

Books used in classrooms all over the world contain images which reflect the same stereotypes. A study of U.S. textbooks found that the majority of images in these books were of boys and men. Men always accompanied any machinery shown in the books. A study in Latin America found that books used in elementary grades portrayed women in passive roles, usually as housewives.

Girls are encouraged to study subjects and learn skills which are in keeping with the tasks a housewife performs. They are encouraged to study home economics, the arts, and the humanities. They are discouraged in the male-dominated fields of mathematics, science and engineering. This pattern can be seen throughout secondary school and in college.

Similar stereotypes can be seen in the mass media. Television commercials portray women as housewives more than in any other role. Men portray the "experts" in the same commercials. These images serve to reinforce the idea that women are intended for certain roles.

Equality in education will require more than just equal access to schools. Elimination of sex role stereotyping in books, the media, and culture is necessary to give girls an equal opportunity in education.

Women in Agriculture

Women grow close to half of the world's food. The world has been slow to recognize this contribution. Like much of the work done by women outside of the paid labor force, their contribution in agriculture has been underestimated and overlooked. The Women's Decade has brought attention to the fact that women do three fourths of the agriculture work in Africa and one half in Asia. Their contributions to such work in Latin America and the Middle East is minimal according to official figures, but local studies indicate they do a major share of the work in these regions, too.

Women's work in agriculture has been overlooked in part because much of it is done away from the fields. In the developing world women maintain vegetable gardens and tend livestock near their homes. When women work in the fields, they are usually working in fields owned by their husbands, fathers or brothers because in so many countries women cannot own land.

Despite the fact that women play a major role in agriculture, they have been ignored by agricultural education, training, and extension services. The vast majority of agricultural extension agents are male. They provide information on ways to increase yields and improve crops to male farmers. Women farmers get information secondhand, if at all. The recent famine in Africa has been attributed in part to the exclusion of women from efforts to improve agricultural productivity and to the increase in women's work loads as men have moved to the city or become involved in the growing of cash crops.

When new technology is introduced to improve farming methods, it usually helps men with the traditional tasks they perform—plowing, irrigation and harvesting. When technology is introduced to do tasks normally done by women, it tends to replace them rather than make their job easier. For example, when rice mills were introduced in Bangladesh, they employed only men. Traditionally women had done the rice husking for families who could afford such a service. The mills took away one of the few income-producing jobs women had.

Because women do not own land, they are unable to obtain credit with which to buy seed and make improvements on the land they work. Credit is given only to landowners. Women who have owned land often lose it through traditional marriage and inheritance laws. Consequently, it is estimated that women own less than a hundredth of the world's property.

Women in the Labor Force

Women make up more than a third of the paid labor force around

the world, with 47 percent of all women aged 15 to 64 working. Yet, the majority of these women are concentrated in low-paying jobs with few opportunities for advancement. The World Plan of Action for the Women's Decade sought to overcome this situation by having as a goal the achievement of:

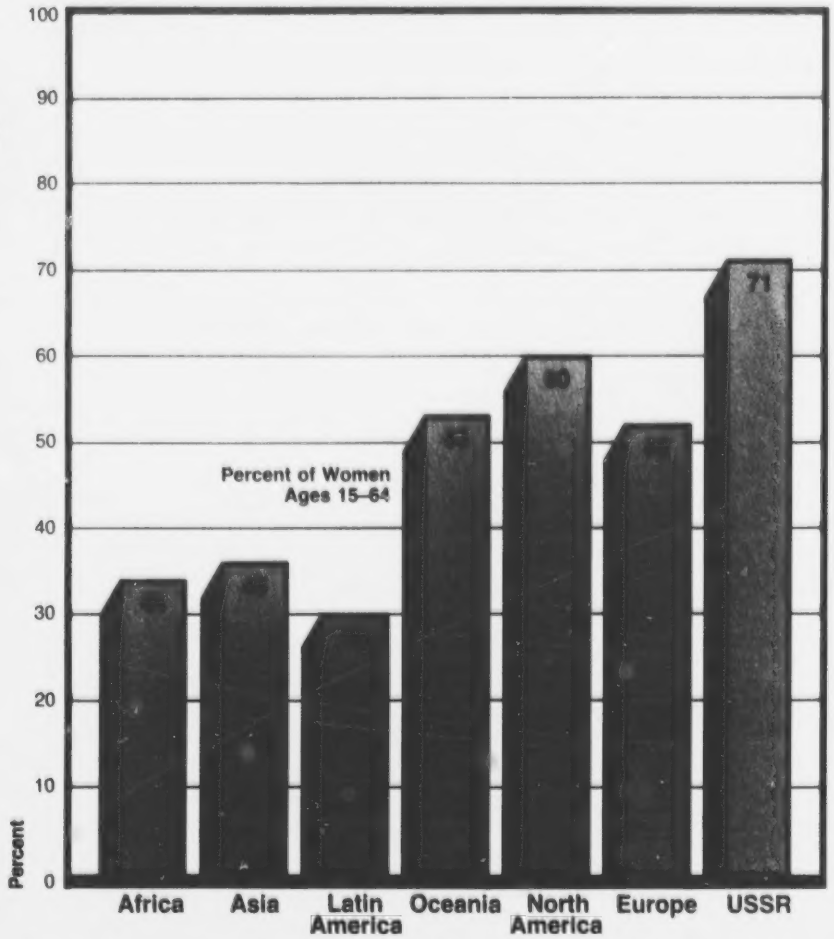
> . . . equal opportunity and treatment for women workers and their integration in the work force in accordance with the accepted international standards recognizing the right to work, to equal pay for equal work, to equal conditions of work and to advancement.

Women in the paid labor force are much more visible than women who do traditional domestic and agricultural work. In recent decades their numbers have increased faster than the increase in the population of women. But the proportion of women in the total labor force has risen only slightly since 1950 from 31 percent to 35 percent in 1985.

The regional picture of women's employment shows some variation. North America witnessed the entrance of large numbers of women into the paid labor force during the past three decades. The chart on page 7 shows that 60 percent of all women in North America are in the labor force. Employment rates of mothers have risen fastest in the United States. In 1950 just over 10 percent of women with children under age six were in the labor force; by 1982 the figure was 49 percent.

While more women are entering the labor force, they continue to earn lower wages than men. In 1982 a survey of 25 countries showed that women working in the manufacturing industry earned an average of 70 cents for every dollar earned by men. Women are also more likely to be employed in lower-paying, unskilled occupations.

Women in the Paid Labor Force



Source: Mary Mederios Kent, Carl Haub, and Keiko Osaki, "The World's Women: A Profile," Population Reference Bureau, 1985.

The Impact of the Women's Decade

What changes did the Women's Decade bring about? The major accomplishment of the Decade was the increased publicity it brought to the situation of women in the world. World leaders became more aware of the contributions of women and of the special problems they face.

The United Nations conducted a survey of 121 countries to assess the position of women at the end of the Decade. The findings indicate the Decade's accomplishments and the areas in which efforts should be focused in the coming years.

The survey discovered that governments are considering the problems of women more seriously. Ninety percent of governments now have official bodies dedicated to the advancement of women; 50 percent of these bodies were set up during the Decade. Sixty-two governments have special programs for women in their national development plans. Forty-five governments now provide free legal advice to help women fight for their rights.

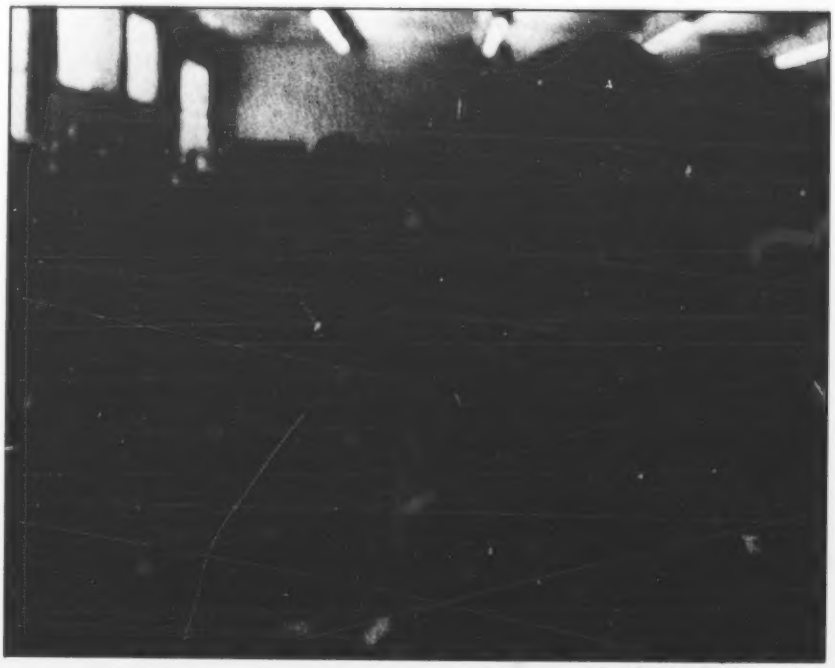
The World Health Organization launched a major health initiative in 1978 to bring health to all people by the year 2000. A women's dimension was added to the program as a result of the Women's Decade. Its focus on primary health care includes maternal and child health, nutrition, safe water, and better sanitation. All of these measures will improve the lives of women and their families. Forty-two countries have given higher priority to the health of mothers and babies.

Worldwide, 71 percent of young girls are in primary school compared with 64 percent in 1975. The gap between boys and girls in school appears to be closing at the primary and secondary school levels.

Women have been entering the labor force at the rate of ten million per year during the Decade. Their share of the labor market grew from 31 percent in 1950 to 35 percent in 1985. But their jobs were most vulnerable to the recession that hit the world during the Women's Decade.

Women in the world gained a new awareness of their situation and status. Participation in nongovernmental conferences during the Women's Decade indicates this interest. The number of participants in the nongovernmental forums grew from 6,000 in 1975 in Mexico City to 8,000 in 1980 in Copenhagen and then to 11,000 in 1985 in Nairobi. On the local levels, women's organizations have banded together to stimulate interest in women's problems. For example, in Malaysia women's groups have joined other organizations to organize seminars and forums on women's concerns.

The Women's Decade brought the world community closer to an understanding of the problems of women. Programs have been set in motion to solve some of these problems. However, as Mrs. Leticia Shahani, Secretary-General of the 1985 UN Conference on Women, stated: "We must admit that formidable obstacles exist. But the time has now come for the women of the world to accept no excuses, to tolerate no further delays, in the achievement of equality."



Inter-American Development Bank

More women are entering occupations previously restricted to men.

Glossary of Population and Development Terms

Adult Literacy Rate. The percentage of people over age 15 who can read and write a simple letter.

Anemia (nutritional). The lack of hemoglobin (red pigment) in the blood. Anemia causes severe fatigue and loss of appetite.

Birth Spacing. Deliberate action on the part of couples to space the births of their children at particular intervals.

Child Mortality Rate (CMR). The annual number of deaths to children 1-4 years of age per 1,000 population of that age group.

Developed Country. Those countries which have higher levels of per capita income, industrialization and modernization. The "more developed" regions of the world, according to the United Nations, include Europe, North America (Canada and the United States), Japan, Australia, New Zealand and USSR.

Developing Country. Those countries which have lower levels of per capita income, industrialization and modernization. Also called *less developed country* or *Third World country*.

Divorce Rate. The number of divorces per 1,000 population in a given year.

Infant Mortality Rate (IMR). The number of deaths to infants under one year of age per 1,000 live births in a given year.

Kwashiorkor. Inadequate intake of protein during the weaning period. Some of its symptoms include swollen bodies, red-brown patches on skin, listlessness and irritability.

Life Expectancy. The average number of years a person can be expected to live under current mortality conditions. Most commonly cited as life expectancy at birth.

Literacy. The ability to read and/or write.

Male Preference. A desire in certain cultures for male children.

Third World. Another name for countries which have lower levels of per capita income, industrialization and modernization. In most Third World nations, the economy is based on agriculture.

Total Fertility Rate (TFR). The average number of children that would be born to a woman if she were to live through her childbearing lifetime bearing children at the same rate as women at those ages actually did in a given year.

Women in the World: A Review

Worksheet

Part A Multiple Choice Questions

1. "I am 39 years old, which is quite old for our people. Thirteen births have more or less worn me out. Six of the children died as infants."[1]
   Who is most likely to have made this statement?
   a. a woman from a developing country b. a woman from a developed country c. both of the above

2. "I went to school for three years, but since I was the eldest of a family of seven children, my mother counted on me to help with the house work and cooking . . ."[2]
   This quote probably came from:
   a. a young man from a developing country b. an American woman c. a woman from a developing country

3. ". . . The working woman is the natural hero because she goes to school and then goes to university and graduates . . . She works exactly like a man. Then she goes home and is required to play the role of a housewife 100 percent—cooking, cleaning, washing, caring for the children . . ."[3]
   This statement describes the life of:
   a. a woman in a developed country b. a woman in a developing country c. both of the above

4. Most women workers are clustered in retail, services and secretarial jobs which provide few chances for advancement. These jobs pay low salaries, which helps explain why women working full time still earn about $6.00 for every $10.00 earned by men in equivalent jobs.
   This describes:
   a. women working in Kenya b. women working in the U.S. c. both of the above

5. "We don't have control over the land; the land is controlled by men. I say so because we are given two and a half acres to plough, but our husbands do not allow us to plant anything except maize. So where shall we plant monkey nuts, beans and fruit that are good for our families?"[4]
   This describes the typical situation of a:
   a. farm in Europe b. family farm in North America c. family farm in Africa

6. The number of households that are headed by women are increasing. Those households tend to have lower incomes, less access to productive resources, more children, and fewer secondary sources of income than male headed households.
   This describes the change in families in:
   a. the world b. developing countries c. developed countries

7. "My husband lives in the city. He has a job in a factory there. I stay home with my six children and farm this land. My husband comes home once or twice a year and brings money."
   This situation is typical of:
   a. life in many Third World countries b. life in developed countries c. life in the U.S.

Part B Short Answer Questions

1. What were the two major goals of the International Women's Year?

2. How does anemia affect a woman and her child?

3. Why do parents in some cultures prefer to have sons instead of daughters?

4. List some of the improvements made in women's status as a result of the Women's Decade.

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[1]Excerpted from: "My Husband, My Master," interview by Fredrik Schjander, *New Internationalist*, No. 25, March 1975.
[2]Excerpted from: "We are Like Trees Growing in the Shade," by Perdita Huston, *Third World Women Speak Out*, New York: Praeger Pub., 1979.
[3]Excerpted from: "Learning, Work, and Aspirations," by Perdita Huston, *Third World Women Speak Out*.
[4]Excerpted from: "Women's Work Doesn't Count," by Lindsey Hilsum, *UNICEF News*, Issue 122.

Are Women Bearing the Burden of the World?

Worksheet

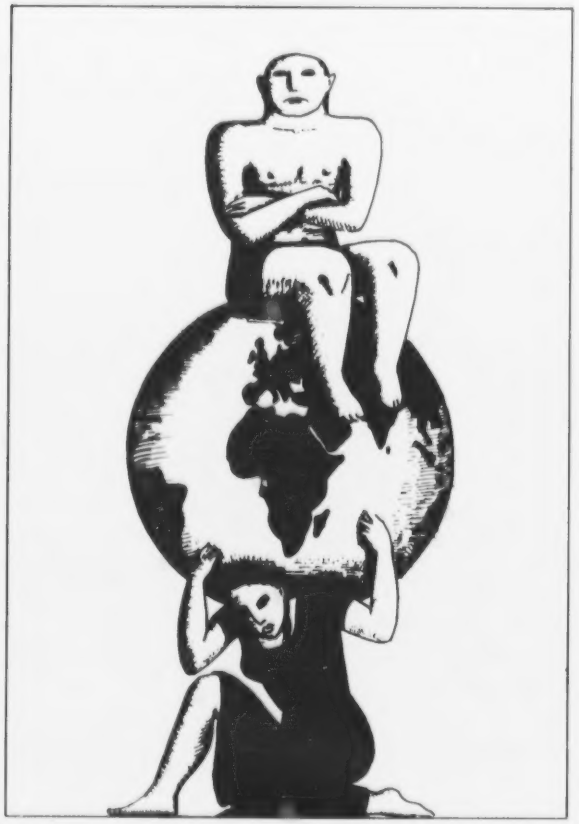


Illustration by Wendy Hoile

Taken from *Ecoforum*, a Journal of the Environmental Liaison Centre (Nairobi, Kenya), Vol. 10, No. 2, April 1985, pg. 1.

Cartoon Analysis

The cartoons above appeared in publications covering the United Nations Decade for Women. What are the artists saying in each of these drawings? Discuss the meaning of each cartoon below.

Cartoon A:

Cartoon B:

How do the messages of the cartoons differ?

Do you agree or disagree with the messages? Explain, using information from the essay, "Women in the World," or from other resources.

Is Education Important for Women?

Worksheet

Studies have shown that infant mortality and child mortality rates are lower among mothers who have more years of schooling than among mothers with little education. Studies have also found that women with more education have fewer children.

The table below shows female education and literacy, total fertility rates, infant mortality rates, and child mortality rates for the world and its regions. Examine the table carefully. The glossary on page 8 will define any terms you do not understand.

Region	% Female Ages 15-19 in Sec. School	% Female Adults Literate	Total Fertility Rate*	Infant Mortality Rate*	Child Mortality Rate*
WORLD	36	56	3.6	81	10
Developed	87	97	2.0	18	(.)
Developing	28	43	4.2	90	—
North America	96	99	1.8	10	(.)
Latin America	44	77	4.1	62	6
Western Europe	79	97	1.8	12	(.)
Eastern Europe & USSR	—	97	2.3	28	1
Middle East	33	36	5.8	96	12
South Asia	18	19	4.9	120	13
Far East	38	58	2.7	45	6
Oceania	71	85	2.7	39	3
Sub-Saharan Africa	12	29	6.4	113	22
Northern Africa	35	23	5.8	91	16

* For definition see glossary on page 8.
(.) Approaching 0.
— Data unavailable.
Sources: 1985 World Data Sheet and The World's Women: A Profile, Population Reference Bureau; World Development Report 1985, World Bank; and UN State of the World's Children 1985.

Answer the following questions using the information in the table above.

Part A: Name the regions with the lowest and highest rates for each indicator.

Percentage of females enrolled in secondary school:
lowest _____ (____%), highest _____ (____%)
2nd lowest _____ (____%), 2nd highest _____ (____%)

Percentage of literate females:
lowest _____ (____%), highest _____ (____%)
2nd lowest _____ (____%), 2nd highest _____ (____%)

Total fertility rate:
lowest _____ (____%), highest _____ (____%)
2nd lowest _____ (____%), 2nd highest _____ (____%)

Infant mortality rate:
lowest _____ (____%), highest _____ (____%)
2nd lowest _____ (____%), 2nd highest _____ (____%)

Child mortality rate:
lowest _____ (____%), highest _____ (____%)
2nd lowest _____ (____%), 2nd highest _____ (____%)

Part B: On a separate sheet of paper, describe the relationship between:
Education/literacy (female) and fertility.
Education/literacy (female) and infant mortality.
Education/literacy (female) and child mortality.

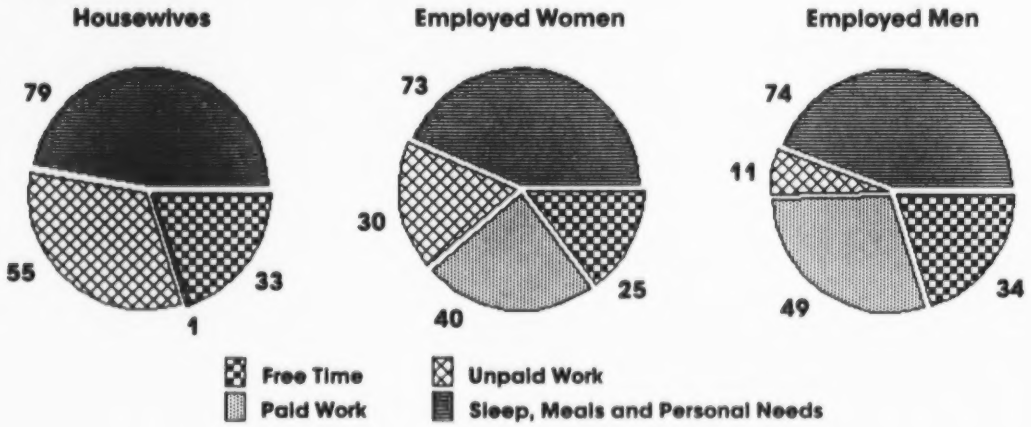
List several possible explanations for these relationships.

Women's Work

Worksheet

Women make a large and usually unacknowledged contribution to their families and communities by performing many hours of unpaid housework and child care each week. The pie charts below show how housewives, employed women and employed men in 12 developed countries spend their time in an average week. Study the charts before completing Part A and Part B of this exercise.

Weekly Time Use



Source: Kathleen Newland, "Women, Men, and the Division of Labor," *Worldwatch Paper 37*, May 1980, pg. 28.

Part A: Find the answers to the following questions in the pie charts above.

1. Who spends the greatest number of hours working (paid and unpaid) per week? Give the total number of hours with your answer. _____ ____ hours
2. Who spends the least number of hours working per week? Give the total number of hours with your answer. _____ ____ hours
3. Who spends the greatest number of hours doing unpaid work? _____ ____ hours
4. Who spends the greatest number of hours doing paid work? _____ ____ hours
5. Who has the most free time per week? _____ ____ hours
6. Who has the least free time per week? _____ ____ hours

Part B: Carry out your own study of your parents' weekly time use. With your parents' permission, observe how they spend their time when you are home at the end of a weekday and during the weekend. Ask them to provide estimates of how they spend their time when you are in school. You will want to know how many hours per weekday and per weekend day they spend on: 1) work around the house, such as cleaning, yard work, shopping, and babysitting, for which they are not paid; 2) employment, for which they are paid, or looking for paid employment, and traveling to and from their jobs; 3) sleeping and eating; and 4) free-time activities, such as watching television, reading, visiting with friends, engaging in sports, etc.

Keep separate records for each parent. When you have estimates of how each parent spends his/her time on a weekday and on a weekend day, you will be able to calculate an estimate for the week. Multiply the four categories of time use for a weekday by five and for a weekend by two. Add the numbers in each category together. (The total number of hours in a week is 168.) Create a pie chart for each of your parents, illustrating his/her weekly time use.

How does your parents' time use compare with the averages in the charts above? Describe the similarities or differences below.

For Further Reading and Research

From the Population Reference Bureau

Data Sheets. $2.00 for a single copy; 2-10, $1.75 each; 11-50, $1.50 each; over 50, $1.25 each.

The "1986 World Population Data Sheet" and "The World's Women: A Profile" provide population and development statistics for the world, its major regions and most countries.

Population Bulletins. $4.00 for a single copy; 2-20 copies, $3.00 each; 11-50 copies, $2.50 each; 51 or more, $2.00 each.

Concise paperback reports on population topics. Of particular interest are: "Adolescent Fertility: Worldwide Concerns," "Delayed Childbearing in the U.S.: Facts and Fictions," "The Changing American Family," and "U.S. Women at Work."

Send orders for PRB publications to: PRB, P.O. Box 35012, Washington, D.C. 20013. All orders under $20.00 must be prepaid with a $1.00 shipping/handling fee included.

Other Resources

"The Commonwealth: A Quarter of Mankind," *People*, Volume 12, Number 4, 1985. *People* is published quarterly by the International Planned Parenthood Federation located at 18-20 Lower Regent Street, London SWIY 4PW, England.

This issue of *People* surveys the development accomplishments of countries of the Commonwealth. It contains a special section on the legal accomplishments women in the Commonwealth have made. This section includes a wall chart which lists all of the Commonwealth countries and the legal strides made by women in each.

The Sisterhood of Man, by Kathleen Newland. W.W. Norton & Co., 500 Fifth Ave., New York, N.Y. 10036. 1979, 242 pp., $3.95.

Newland discusses the changes in the role of women in seven areas: legal status, education, health, the mass media, politics, work, and family life. An assessment is made of the impact of the change in women's roles on economic and social patterns worldwide.

The State of the World's Women 1985, by United Nations. UN Information Center, 1889 F St., N.W., Washington, D.C. 20006.

This Information Pack contains a report on the state of the world's women, six news features on the major themes of the report, fact charts, illustrations and photographs.

Third World Women Speak Out, by Perdita Huston. Available for purchase from Praeger Publishers, 521 Fifth Avenue, New York, N.Y. 10175 or The Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. 1979, 153 pp., $4.95.

Women from six developing countries are interviewed. These women discuss changes, development, education and the basic needs of women in their countries.

We, The American Women, by the Public Information Office, Bureau of the Census. Number 2 in the *We, The American People* series, March 1984. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 15 pp., $1.00.

Statistics on women in the U.S. presented in colorful charts and tables. Categories include race, age, education, marital status, employment, and the family.

"Woman to Woman, Part One: A World Report," in the *New Internationalist*, July 1985. Order from 113 Atlantic Ave., Brooklyn, N.Y. 11201. $2.00.

This is part one of a special double issue marking the end of the United Nations Decade for Women. This issue presents essays on women's lives in 10 countries, written from the point of view of a woman from another country. It is filled with useful facts and information.

Women . . . A World Survey, by Ruth Leger Sivard. Available from World Priorities, Box 25140, Washington, D.C. 20007. 1985, 44 pp., $5.00 plus $1.00 for handling.

Sivard examines the changes achieved in the status of women in the years following World War II. Topics covered are work, education, health, and government and the laws. Colorful maps, charts, and graphs are scattered throughout this valuable reading. A seven page statistical annex for 140 countries is included.

"Women: The Fifth World," *Headline Series 248,* by Elise Boulding. Available from the Foreign Policy Association, Inc., 205 Lexington Ave., New York, N.Y., 10016. 1980, 66 pp., $2.00. Discounts for bulk orders.

The world of women, or the Fifth World as Boulding calls it, has until recently been left out of development programs. Boulding outlines the past, present, and future positions of women in the world.

"Women—The Next Ten Years," *World Health*, April 1985. World Health, WHO, Av. Appia, 1211 Geneva 27, Switzerland.

This issue of *World Health* preceded the UN World Conference on Women, held in Nairobi, Kenya. A closer look is taken at the special health needs of women, the accomplishments of the decade with regard to women's health, and the needs of women in the future.

PRB Classroom Materials

Population Learning Series

Each 13- to 18-page booklet contains a reading, additional resources and exercises. $2.00 each, including issue of *Interchange* with teacher's guide ($1.75 each on orders of two copies or more).

Women in the World, 1986
World Population: Toward the Next Century, May 1985
World Population: Fundamentals of Growth, December 1984
The American Family: Changes and Challenges, October 1984
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The World's Wo

prepared by

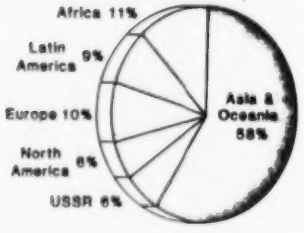
the Population Reference Bureau, Inc.

in recognition of the

United Nations Decade for Women, 1976-1985

Over one half of the world's 2.4 billion women are Asian; another 20 percent live in the less developed countries of Africa and Latin America. Globally, nearly fifty percent of all women are of childbearing age and will probably have a total of 3 to 4 children. Thus, whatever additional roles women assume, that of motherhood remains the most basic throughout the world.

World's Women, 1985

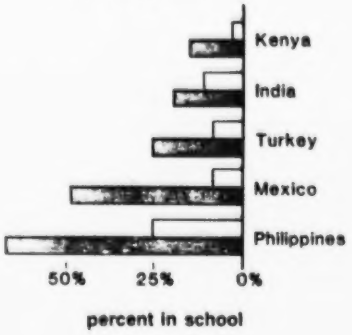


Region or Country	Number of Women, 1985 (millions)	
WORLD	2.412	1
MORE DEVELOPED	605	
LESS DEVELOPED	1.808	
LESS DEV. (Excl. China)	1.297	
AFRICA	278	
NORTHERN AFRICA	63	
Algeria	11.1	
Egypt	23.8	
Libya	1.9	
Morocco	12.1	
Sudan	10.9	
Tunisia	3.6	
WESTERN AFRICA	84	
Benin	2.0	
Burkina Faso	3.5	
Cape Verde	0.2	
Gambia	0.4	
Ghana	7.2	
Guinea	3.1	
Guinea-Bissau	0.5	
Ivory Coast	4.9	
Liberia	1.1	
Mali	4.0	
Mauritania	1.0	
Niger	3.3	
Nigeria	46.1	
Senegal	3.4	
Sierra Leone	1.8	
Togo	1.5	
EASTERN AFRICA	80	
Burundi	2.4	
Comoros	0.2	
Djibouti	0.1	
Ethiopia	18.1	
Kenya	10.1	
Madagascar	5.0	
Malawi	3.6	
Mauritius	0.5	
Mozambique	7.0	
Reunion	0.3	
Rwanda	3.2	
Seychelles	0.03	
Somalia	3.7	
Tanzania	11.0	

ɔmen: A Profile

Region or Country	Number of Women, 1985 (millions)	Women of Childbearing Age, Ages 15–49, 1985 (millions)	Women of Childbearing Age, Ages 15–49, 2020 (millions)	Total Fertility Rate	% Women Using Contraception, Total/Modern Method	% Women Married, Ages 15-19	% Enrolled in Secondary School, Males/Females	% Adults Literate, Males/Females	% Women in Labor Force, Ages 15–64	Women in National Legislatures, % of Total Members
Philippines	28.1	14.3	26.8	4.8	36/16	14	62/67	84/81	52	4
Singapore	1.3	0.8	0.7	1.7	–/71	2	65/66	92/74	47	0
Thailand	26.2	13.6	22.2	3.5	56/54	16	30/28	92/84	73	3
Vietnam	31.1	14.8	28.2	4.7	–	–	53/43	91/78	63	22
EAST ASIA	616	326	379	2.1	67/65	4	54/38	79/55	5	19
China	510.5	271.6	318.1	2.1	69/66	4	49/32	79/51	55	21
Hong Kong	2.6	1.4	1.6	2.0	72/63	3	64/70	90/64	53	–
Japan	61.3	31.0	27.1	1.8	57/–	1	92/93	99/99	54	3
Korea, North	10.1	5.0	9.5	4.0	–	–	–	–	69	20
Korea, South	21.2	11.6	14.4	2.6	58/48	2	94/85	94/81	45	3
Macao	0.2	0.1	0.1	3.8	–	–	–	85/74	–	–
Mongolia	0.9	0.5	1.0	4.8	–	–	82/90	95/90	43	23
NORTH AMERICA	135	69	72	1.8	69/63	8	94/96	99/99	60	5
Canada	12.8	6.8	7.2	1.7	74/71	4	96/95	99/99	59	6
United States	122.5	62.6	64.8	1.8	68/62	8	94/96	99/99	60	5
LATIN AMERICA	203	100	195	4.1	47/–	18	42/44	81/77	30	–
MIDDLE AMERICA	52	25	56	4.7	45/40	20	47/45	83/78	29	29
Belize	0.1	0.04	0.1	4.5	–	–	–	91/91	24	–
Costa Rica	1.3	0.7	1.2	3.5	65/57	15	44/51	89/88	28	7
El Salvador	2.5	1.1	3.2	5.6	34/32	–	19/21	66/59	43	10
Guatemala	3.9	1.8	5.0	6.1	25/21	28	16/15	54/39	14	–
Honduras	2.2	1.0	3.1	6.5	27/24	30	28/36	59/55	19	7
Mexico	39.8	18.9	40.4	4.4	48/42	19	54/49	89/84	31	33
Nicaragua	1.5	0.7	2.0	5.9	–	–	38/45	58/57	25	–
Panama	1.0	0.5	0.9	3.5	61/57	21	59/68	87/87	27	1
CARIBBEAN	16	8	13	3.3	–	24	46/49	76/73	38	–
Antigua and Barbuda	0.04	0.02	0.03	2.4	48/–	–	–	–	–	–
Bahamas	0.1	0.1	0.1	2.5	–	–	–	–	–	–
Barbados	0.1	0.1	0.1	2.0	46/44	–	86/91	99/99	65	10
Cuba	5.0	2.7	3.0	1.8	–	30	70/75	96/95	38	23
Dominica	0.04	0.02	0.03	3.4	62/–	–	–	94/94	–	–
Dominican Republic	3.1	1.5	3.0	4.1	46/42	28	–	69/65	13	5
Grenada	0.1	0.03	0.05	2.9	–	–	–	98/98	–	–
Guadeloupe	0.2	0.1	0.1	2.6	44/36	4	–	–	55	–
Haiti	2.9	1.3	3.5	5.5	19/6	16	13/12	26/17	52	–
Jamaica	1.2	0.6	0.9	3.4	51/48	27	54/62	96/97	74	–
Martinique	0.2	0.1	0.1	2.4	51/39	3	–	–	54	–
Netherlands Antilles	0.1	0.1	0.1	2.9	–	–	–	93/92	–	–
Puerto Rico	1.7	0.9	1.1	2.7	69/63	16	–	90/87	31	–
St. Kitts-Nevis	0.02	0.01	0.01	3.6	–	–	–	–	–	–
Saint Lucia	0.1	0.03	0.1	4.2	43/–	–	–	81/82	–	–
St. Vincent and the Grenadines	0.1	0.03	0.04	4.0	55/–	–	–	96/96	–	–
Trinidad and Tobago	0.6	0.3	0.4	2.9	52/46	20	63/63	95/90	41	15
TROPICAL SOUTH AMERICA	112	56	110	4.2	48/–	17	37/40	79/75	29	–
Bolivia	3.1	1.4	4.3	6.3	26/11	17	37/31	76/51	23	2
Brazil	69.3	35.1	65.2	4.0	50/–	18	29/35	78/74	31	–

Improving Secondary School Enrollments For Girls, 1960–1980



Education is probably the single most important factor in the enhancement of women's status. It has a positive impact on health, the ability to control the number and spacing of children and access to paid employment. School enrollment rates for girls have quadrupled in many countries just since 1960, yet they still lag behind boys' rates in Asia and Africa. In the developing countries, less than one-third of the girls attend secondary school.

Much of women's work goes unpaid and unreported in official statistics and cultural differences account for much of the variation in labor force participation rates among countries. Underreporting is especially common in agriculture, still a major occupation for women in Africa and parts of Asia, yet, one half of the food in developing countries is produced by women.

The ratio of female workers has improved at a rapid rate since World War II. The entrance of more women into the paid labor force has been facilitated by the growth of jobs in the manufacturing and service sectors, a result of economic development.

Uganda	7.3
Zambia	3.4
Zimbabwe	4.3
MIDDLE AFRICA	31
Angola	4.0
Cameroon	4.9
Central African Republic	1.4
Chad	2.7
Congo	0.9
Equatorial Guinea	0.1
Gabon	0.5
Sao Tome and Principe	0.04
Zaire	16.8
SOUTHERN AFRICA	19
Botswana	0.6
Lesotho	0.8
Namibia	0.6
South Africa	16.4
Swaziland	0.3
ASIA	1,386
ASIA (Excl. China)	875
SOUTHWEST ASIA	55
Bahrain	0.2
Cyprus	0.3
Iraq	7.6
Israel	2.1
Jordan	1.8
Kuwait	0.8
Lebanon	1.3
Oman	0.6
Qatar	0.1
Saudi Arabia	5.1
Syria	5.2
Turkey	25.3
United Arab Emirates	0.4
Yemen, North	3.2
Yemen, South	1.1
MIDDLE SOUTH ASIA	511
Afghanistan	7.2
Bangladesh	49.2
Bhutan	0.7
India	367.8
Iran	22.1
Maldives	0.1
Nepal	8.3
Pakistan	47.7
Sri Lanka	8.1
SOUTHEAST ASIA	203
Brunei	0.1
Burma	18.5
Democratic Kampuchea	3.1
Indonesia	84.6
Laos	1.9
Malaysia	7.8

The figures shown above are the lat
UNESCO *Statistical Yearbook*, the In
national surveys and special studies
lifetime at current birth rates. *Contra*
Diaphragm, Foam and other barrier
since students may be older or youn
and appointed government bodies.

Prepared by Mary Mederios Kent,
a special thanks to the organizations

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3.2	11.2	6.9	–	50	11/5	65/41	46	1
1.5	5.0	6.8	–	–	22/12	84/67	41	3
1.9	6.8	6.6	39/27	–	27/19	77/61	36	8
14	40	6.1	–	–	28/11	55/28	49	–
1.8	5.0	6.4	–	–	–	48/30	9	–
2.2	5.9	6.5	3/1	53	25/13	–	49	14
0.6	1.6	5.9	–	–	21/7	48/19	83	–
1.2	3.1	5.9	–	–	6/1	40/11	28	–
0.4	1.1	6.0	–	–	–	77/55	43	–
0.1	0.2	5.7	–	–	18/4	–	4	–
0.2	0.6	4.7	–	–	–	70/53	54	–
0.02	0.04	5.4	–	–	–	73/42	40	–
7.5	22.7	6.1	–	–	33/13	74/37	60	–
9	21	5.2	49/37	–	23/28	80/81	47	1
0.2	0.9	6.6	28/19	8	21/25	37/44	39	5
0.4	0.9	5.8	5/2	31	16/24	62/84	72	–
0.3	0.7	5.9	–	–	–	–	–	–
7.7	18.2	5.1	50/37	–	–	85/85	46	1
0.1	0.5	6.5	–	–	43/41	57/54	71	–
703	1,117	3.7	48/42	26	44/29	66/43	46	13
432	799	4.6	34/24	40	42/28	59/38	40	7
26	65	5.9	29/13	26	52/33	69/42	27	3
0.1	0.2	4.6	–	–	61/54	83/74	19	–
0.2	0.2	2.5	–	5	–	85/97	46	3
3.4	10.5	6.7	14/12	33	70/39	75/41	4	6
1.0	1.0	3.1	–	7	71/81	93/83	41	8
0.8	3.1	6.6	26/21	19	79/76	80/51	7	0
0.4	1.2	6.2	–	29	81/72	73/59	21	0
0.7	1.3	3.8	53/29	–	57/59	79/58	18	–
0.3	0.8	7.1	–	–	30/12	–	–	–
0.04	0.2	6.8	–	–	69/80	51/51	–	–
2.2	7.8	7.2	–	–	38/25	35/12	5	–
2.2	7.9	7.3	20/15	23	62/40	60/20	10	–
12.3	24.9	5.1	38/13	22	50/27	83/53	45	3
0.2	0.6	5.9	–	56	64/70	58/38	–	–
1.5	3.8	8.1	1/1	61	12/2	18/2	4	0
0.5	1.4	6.9	–	–	24/11	48/8	5	1
251	481	5.0	30/23	54	36/18	46/19	36	7
3.4	9.0	6.9	2/2	54	18/5	33/6	21	–
22.0	55.3	6.4	19/11	70	24/6	37/13	12	–
0.3	0.7	5.5	–	–	5/1	–	–	–
185.4	324.6	4.5	35/28	57	39/20	48/19	44	7
10.4	24.3	5.6	–	34	48/32	48/24	14	–
0.04	0.1	6.5	–	57	–	83/82	63	–
3.7	8.7	6.3	7/7	59	32/9	33/5	46	5
22.1	51.7	6.4	5/4	31	20/8	36/15	12	–
4.2	6.5	3.7	55/30	10	52/57	91/81	29	3
100	193	4.4	–	23	41/35	80/66	48	9
0.05	0.1	4.4	–	13	–	85/69	33	–
8.6	23.2	5.3	–	22	22/18	76/56	46	–
1.8	2.7	4.7	–	–	24/11	–	–	–
42.0	79.5	4.4	27/23	30	38/27	78/58	33	9
0.9	2.0	6.0	–	–	22/14	51/36	71	–
3.0	6.8	4.0	33/23	11	50/49	69/47	41	5

Colombia	14.7	7.5	13.1	3.6	49/39	15	45/51	86/84	27	–
Ecuador	4.4	2.0	5.2	5.0	40/33	19	56/56	78/70	21	4
Guyana	0.4	0.2	0.3	3.3	31/28	28	55/59	94/89	28	22
Paraguay	1.8	0.9	2.1	4.9	36/24	17	37/35	85/76	23	3
Peru	9.7	4.6	10.1	5.2	41/17	14	63/54	83/62	26	6
Suriname	0.2	0.1	0.2	4.1	–	–	46/51	68/63	–	–
Venezuela	8.7	4.3	9.3	4.1	49/38	20	41/38	80/73	31	5
TEMPERATE SOUTH AMERICA	**23**	**11**	**17**	**3.1**	**–**	**–**	**55/63**	**93/91**	**31**	**3**
Argentina	15.4	7.1	11.5	3.4	–	–	54/63	94/92	31	3
Chile	6.1	3.2	4.5	2.6	–	10	56/62	90/88	30	4
Uruguay	1.5	0.7	0.9	2.8	–	13	59/60	93/94	35	3
EUROPE	**252**	**121**	**109**	**1.8**	**71/39**	**6**	**76/80**	**97/95**	**52**	**13**
NORTHERN EUROPE	**42**	**20**	**18**	**1.8**	**74/54**	**3**	**85/89**	**99/99**	**59**	**12**
Denmark	2.6	1.3	1.0	1.4	76/71	1	106/105	99/99	73	27
Finland	2.5	1.3	1.0	1.7	77/60	2	92/104	99/99	72	31
Iceland	0.1	0.1	0.1	2.2	–	2	91/84	99/99	38	15
Ireland	1.6	0.8	1.5	3.0	60/14	3	90/101	98/98	37	8
Norway	2.1	1.0	0.9	1.7	71/64	2	92/98	99/99	66	26
Sweden	4.2	2.0	1.5	1.6	75/68	1	80/90	99/99	81	29
United Kingdom	28.8	13.7	11.9	1.8	75/66	4	82/85	99/99	54	5
WESTERN EUROPE	**80**	**39**	**29**	**1.6**	**–**	**4**	**82/92**	**99/99**	**50**	**10**
Austria	4.0	1.9	1.5	1.6	–	4	73/76	99/99	50	12
Belgium	5.0	2.4	1.9	1.6	81/46	7	94/94	99/99	37	9
France	28.0	13.4	12.4	1.8	79/53	5	77/93	99/99	53	5
Germany, West	31.8	15.6	9.6	1.3	–	3	47/53	99/99	51	11
Luxembourg	0.2	0.1	0.1	1.6	–	6	69/70	98/98	41	12
Netherlands	7.3	3.8	2.8	1.5	70/65	2	100/97	99/99	41	19
Switzerland	3.3	1.5	1.1	1.6	–	3	–	99/99	51	10
EASTERN EUROPE	**57**	**27**	**29**	**2.1**	**69/19**	**9**	**64/71**	**99/97**	**65**	**27**
Bulgaria	4.5	2.1	2.1	2.0	76/–	18	83/82	96/93	67	22
Czechoslovakia	7.9	3.7	4.0	2.1	66/30	8	34/58	99/99	73	28
Germany, East	8.8	4.2	3.4	1.8	–	5	–	99/99	51	32
Hungary	5.5	2.5	2.4	1.8	73/44	14	74/72	99/99	62	31
Poland	19.1	9.2	10.3	2.4	75/16	4	73/78	99/98	66	25
Romania	11.5	5.4	6.6	2.2	57/5	16	69/73	98/95	68	–
SOUTHERN EUROPE	**73**	**35**	**33**	**1.9**	**66/26**	**8**	**78/77**	**94/87**	**41**	**7**
Albania	1.5	0.7	1.3	3.6	–	–	71/61	–	59	–
Greece	5.1	2.4	2.6	2.1	–	11	88/79	93/76	35	4
Italy	29.3	14.0	11.6	1.6	78/33	7	73/72	98/96	40	7
Malta	0.2	0.1	0.1	2.1	–	–	80/72	86/82	22	–
Portugal	5.4	2.6	2.8	2.0	76/37	6	48/51	78/65	54	6
Spain	19.7	9.2	9.1	2.0	51/19	5	86/90	96/90	34	4
Yugoslavia	11.7	5.9	5.6	2.1	59/14	16	85/79	92/76	48	15
USSR	**146**	**70**	**84**	**2.4**	**–**	**–**	**–**	**99/98**	**71**	**33**
OCEANIA	**12**	**6**	**8**	**2.7**	**–**	**7**	**71/71**	**86/85**	**53**	**8**
Australia	7.9	4.0	4.2	1.9	67/46	7	88/91	99/99	53	10
Fiji	0.3	0.2	0.2	3.6	41/35	12	72/75	84/74	13	1
French Polynesia	0.1	0.04	0.1	3.9	–	–	–	–	–	–
New Caledonia	0.1	0.04	0.1	3.6	–	9	–	92/90	–	–
New Zealand	1.6	0.8	0.9	1.9	–	7	80/83	99/99	45	9
Papua-New Guinea	1.6	0.7	1.7	6.0	–	–	17/8	39/24	70	1
Samoa, Western	0.1	0.04	0.1	4.9	–	9	–	98/98	15	–
Solomon Islands	0.1	0.1	0.2	7.2	–	26	–	–	–	–
Vanuatu	0.1	0.03	0.1	6.0	–	–	–	–	–	–

est available data or estimates. General sources are the Population Division of the United Nations, the UN *Demographic Yearbook*, the World Bank, the ernational Research Center of the U.S. Bureau of the Census, the PRB *1985 World Population Data Sheet*, *Women . . . A World Survey* by Ruth Leger Sivard. Contact PRB for specific data sources or clarifications. NOTES: The *total fertility rate* is the average number of children a woman would bear during her *ceptive use* is measured for women in a marital or consensual union, ages 15-49. Modern methods are defined here as Pill, IUD, Sterilization, Condom, or chemical methods. *Enrollment rates* are computed by dividing the number of secondary school students by the population in the applicable age group; ger than the normal age range, this rate can exceed 100 percent. To the extent possible, % *Women in National Legislatures* includes women in both elected

Carl Haub, and Keiko Osaki, PRB demographers. Valuable assistance was also provided by PRB staff members Janine Adams and Arthur Haupt. We owe listed above for cooperating with our data collection efforts. The PRB assumes responsibility for all figures shown. Photo credits: UNICEF, World Bank.

THE WORLD'S WOMEN—WORKSHEET

Analyzing the Data

Use *The World's Women: A Profile** data sheet to complete the following activities.

A. In this activity you are required to construct three graphs. You will then use the graphs to answer questions and draw conclusions.

1. Choose 12 countries. (Make sure that the countries you choose have values for "percent women married ages 15-19.") Of these 12, choose 4 with low fertility (total fertility rates or TFRs less than 3), 4 countries with moderate fertility (TFRs of 3-4), and 4 countries with high fertility (TFRs greater than 4). (Round the TFR to the nearest whole number.)

2. For each level of fertility (low, moderate and high), draw a bar graph showing the percentage of women married at ages 15-19 for each country.

3. Compare the three graphs. Describe any differences you notice between the three groups.

4. What conclusions may be drawn from your observations?

B. Studies have shown that women with some education have fewer children than women with little or no education.

1. Which columns in the data sheet would you use to prove or disprove this statement?

2. Do the data support the statement? Give some examples.

C. Imagine that you are a woman seeking election to a political office. In which countries or regions of the world would you have a greater chance of being elected? Explain.

D. Ireland has a noticeably higher TFR than the other countries in Northern Europe. Based on the data presented here, what seems to be contributing to the higher fertility? (Hint: education, age at marriage, and contraceptive use are determinants of fertility.) Support your response with information from the data sheet.

Notes:
1. Total Fertility Rate (TFR)—The average number of live children born to a woman given the current birth rates.
2. Modern methods of contraception are considered to be more effective than traditional methods.

**The World's Women: A Profile* data sheet is part of the kit *The World's Women*. It is also available from the Population Reference Bureau, 777 14th St. NW, Washington, D.C. 20005.

TEACHER'S NOTES:

Answers to Analyzing the Data

A.3. Women in countries with low fertility are less likely to marry at an early age. The percentages of married women ages 15-19 are very low.

There is not a large difference in the percentages of early marriage between low and moderate fertility groups, but the percentages marrying early are slightly higher for those women having moderate fertility.

The group of women having high fertility had much greater percentages marrying at early ages.

4. One might conclude that age at marriage is a determinant of fertility.

B.1. The columns used are Percent Enrolled in Secondary School and Percent Adults Literate.

2. Of course there are some exceptions, but in general the data support the statement. If you choose a country with high fertility and a country with low fertility, the high fertility country will probably have a lower percentage of girls in secondary school and a lower percentage of adult women who are literate.

C. Women living in Northern Europe, Eastern Europe, and the Communist Bloc countries have the highest percentages in political office.

D. By looking at the three determinants of fertility mentioned in the question, a conclusion can be reached. The percentage of women married at ages 15-19 are low in all of the countries. The education levels are about equal. However, the difference lies in the percentage of women using contraceptives. The percentage contracepting in Ireland is lower than in the other countries, but the percentage using modern methods of contraceptives in Ireland is a great deal lower. Based on the information presented here, the low percentage of women using modern methods of contraception in Ireland appears to be the factor contributing to its higher fertility.

THE WORLD'S WOMEN—WORKSHEET

Checking the Facts

Use *Women . . . A World Survey* by Ruth Leger Sivard to complete the following exercises.

A. True or False. Read each of the following statements to determine if it is true or false. If a statement is true, place a T in the space next to the statement. If the statement is false, place an F in the space and on a separate piece of paper correct the statement to make it true.

___ **1.** In 1980, in most countries, the ratio of women to men in the labor force was lower than in 1950.

___ **2.** Women are more likely to be excluded in the unemployment rate because they are not counted as seeking employment when in fact they are.

___ **3.** There are more men living below the poverty level than women.

___ **4.** Many women serve on executive boards of development programs.

___ **5.** In developing countries, where schools are not equipped to accommodate all children, boys are more likely to be educated than girls.

___ **6.** Female life expectancy in developing countries is below that of females in developed countries.

___ **7.** Nutritional anemia is a health problem for less than 10 percent of Third World women.

___ **8.** In the past decade (1976-1985) health care reforms have been targeted at men and children.

___ **9.** Women have the right to vote in all countries.

___ **10.** Women in many countries are prohibited by law from owning or acquiring property.

___ **11.** The literacy rates for women in the world are higher than the literacy rates for men.

___ **12.** There has been no change in the life expectancy level of women in Third World countries in the past 35 years.

B. State your opinion. There is no right or wrong response to the following statement:

> There have been such major changes in the status of women in the world since World War II, that women are close to achieving equality with men.

Based on what you have read, decide whether you believe the statement to be true or false. Support your response based on material from the reading.

**Women . . . A World Survey* is part of the kit *The World's Women*. It is also available from World Priorities, Box 25140, Washington, D.C. 20007.

TEACHER'S NOTES:

Answers to Checking the Facts

1. False. In 1980 most regions showed a gain in the percentage of women to men in the labor force. Only two regions showed a decline. See page 13 in *Women . . . A World Survey* for further explanation.

2. True. See page 14.

3. False. Because women are more likely to be unemployed or employed at low paying, unskilled labor, they are more likely to be impoverished. Also, many women in Third World countries are often left with the burden of feeding their children while their husbands seek paid work in urban centers. There are many factors which contribute to keeping these women poor. See page 17.

4. False. Members of the executive boards of development programs are usually men. Therefore, programs have tended to be male oriented. See page 17.

5. True. Page 18.

6. True. Page 24.

7. False. Nutritional anemia is a serious problem among Third World women. Studies indicate that about half of childbearing-age women are affected. Nearly 60 percent of pregnant women are afflicted by nutritional anemia. In developed countries nutritional anemia affects less than 10 percent of the childbearing-age women. Page 25.

8. False. In the past decade health care reforms have been targeted at women in the childbearing years and children. These are the two highest risk groups. Page 27.

9. False. In 1985 some women in Middle East countries and South Africa were still denied the right to vote. Page 28.

10. True. Pages 32-33.

11. False. The chart on pages 22-23 shows that in most countries female literacy is below that of males.

12. False. Since 1950 18 years have been added to the life expectancy of Third World women. Page 24.